Field Experience Log &Reflection
Instructional Technology Department

Candidate: Whitney Beem	Mentor/Title: J. Hart/8th AP	School/District: RTMS/Fulton
Field Experience/Assignment: Online Course Syllabus	Course: ITEC 7480	Professor/Semester: Dr. Moore/Summer 2012

Part I: Log

Date(s)	Activity	PSC Standard, Element & BOR Strand, Element & NETS-A Standard, Element
6/20/12, 6/29/12 7/9/12, 7/10/12	Conducted research on how to create an online communication guide, which included appropriate rules for writing emails, blog posts, discussion posts, and netiquette rules. Conducted research on academic honesty policies, Fulton County student conduct policy, Fulton County academic honesty policy, students right to privacy statement, and copyright. Created an online course syllabus for one unit that incorporates all the above research. [16 hours]	2.1, 2.3, 2.5, 2.6, 2.7, 3.3, 3.5, 3.7, 4.1, 4.2, 4.3
	Total Hours: [16 hours]	

	DIVERSITY							
(Place an X in the box representing the race/ethnicity and subgroups involved in this field experience.)								
Ethnicity	**P-12 Faculty/Staff**				**P-12 Students**			
	P-2	3-5	6-8	9-12	P-2	3-5	6-8	9-12
Race/Ethnicity:								
Asian			X				X	
Black			X				X	
Hispanic			X				X	
Native American/Alaskan Native			X				X	
White			X				X	
Multiracial			X				X	
Subgroups:								
Students with Disabilities			X				X	
Limited English Proficiency			X				X	
Eligible for Free/Reduced Meals			X				X	
Asian			X				X	

Part II: Reflection

1. Briefly describe the field experience. What did you learn about technology facilitation and leadership from completing this field experience?

In this field experience, I learned how technology facilitators must analyze all the policies that relate to online learning and apply them to their courses. Making sure to include all policies that protect students and teachers is important because everyone needs to be aware of their rights and what to avoid. Summarizing the policies in terms that all students can understand is a skill all leaders need so everyone understands instead of just pretending.

2. How did this learning relate to the knowledge (what must you know), **skills** (what must you be able to do) **and dispositions** (attitudes, beliefs, enthusiasm) **required of a technology facilitator or technology leader? (Refer to the standards you selected in Part I. Use the language of the PSC standards in your answer and reflect on all 3—knowledge, skills, and dispositions.)**

The knowledge I gained through the completion of this field experience has helped me to learn more about the different policies that exist to protect all students and teachers. This knowledge has helped me to become more aware of student rights, which is important for all educators to be aware of. My skills have been refined in my ability to create a syllabus making sure to include all necessary information for students to be successful in the course, while also providing enough detail that students can prepare themselves for the upcoming rigor. My attitude towards syllabi have been changed in a positive manner because now I understand the important of creating a detailed syllabus before the course begins because it helps me map out the course in a better way.

3. Describe how this field experience impacted school improvement, faculty development or student learning at your school. How can the impact be assessed?

This field experience impacts student learning, because the creation of a syllabus helps to set the expectations for upcoming course. Students need to know what to expect and what they are going to learn. This impact can be assessed by talking with students about how they felt the syllabus helped them before the course began and during the course, by referencing it for guidelines and policies.